**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 1.OA.1, 1.OA.7, 1.OA.8**  **The Envision Lesson: 3-4 Addition: Introducing Addition Number Sentences** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | SUM |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Review: (daily, cumulative, and focus on a variety of skills)   1. What is the same as 2 and 7? 2. Draw a short pencil. 3. If I have 5 dots, how many more do I need to make 8 dots in my picture? 4. I have the numbers 8, 5, and 1. Which number is the greatest? Least? 5. What number is 1 less than 6?   \*\*\*Remember to discuss the answers with the whole group using higher order thinking questions before moving on to the lesson of the day!  How many of you like games? We are going to play a game today. We are also going to learn a new word. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   **Marzano Vocabulary Strategy**  **Day 1:**   * “This is the word **sum**.” * “Say it three times with me, **sum, sum, sum**.” * “Turn to your neighbor and tell your neighbor what you think it is.” * “Let me show you some examples of this word.”   + Teacher models using balls. “I have one ball in this hand. One ball in the other hand. The SUM is two balls.”   + Model using jump ropes. “I have 3 jump ropes on this arm. I have 5 jump ropes on this arm. The sum of the jump ropes is 8.” * “Let me show you some non-examples:   + “SOME of us are sitting on the floor.” This is a non-example because it does not combine anything together.   + “If I have 5 jump ropes and I take 2 away, what’s left on my arm is not called a sum.” * “Does that help clear up your ideas?” * “Turn to another neighbor and tell them what you think it is now that you have this new information.” * “Someone share what they think the definition is with the whole class.” * Teacher records the definition in the student’s words. * All students record the definition in their journal.   **Day 2:**   * Tell a neighbor what SUM means from yesterday. * Show your neighbor using something from your desk what SUM means. * Write the defintion in your math journal again, adding a picture. * With a partner, use both hands, to create an action that will help us remember this word.   **Day 3:**   * Draw a new picture of the meaning of SUM in your journal * Explain what the words mean using talking bubbles, as if someone were explaining the word to someone else. (How would you explain SUM to your parent?)   **Day 4:**   * Tour the room looking at everyone else’s journals to see what they have drawn and explained. * Add related words (add, combine, group, etc.) and extra pictures to your journal.   **Day 5:**   * Get together with your table group and discuss what SUM means. Work together to answer any questions that your tablemates may still have about the word. * Review the new learning with the class as a whole.   **Day 6:**   * Play game – Matching – match the word to the vocabulary picture card. * Game – have students use two 1-6 dice. The students roll both dice. They determine the sum of the two numbers. They verbally state what the sum would be using the term sum. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials: 9 cubes red, 9 cubes blue, paper bag – each partner group needs these items  Activity: (10 minutes)   * Model – all cubes in paper bag. Take a handful of cubes from bag. Group by color (all blues together, all reds together). Ask “Why should we group them by color? Explain your thinking.” The teacher tells the students aloud how many blues, how many reds, what the sum is. (i.e., I have 3 blues and 4 reds. The sum of the cubes is 7.) Teacher explains thinking on how she got the sum of the cubes. * Guided Practice – Students come up to demonstrate the game to model for the group taking turns and the procedures as explained above. Students ask the demonstrating student questions like: “Why did you do that? What was your thinking?” If the child makes a mistake, ask, “What do you understand? What do you think should happen next? What do you still not understand?” Ask the other classmates if they can provide an explanation for the part the demonstrating student still doesn’t understand. * Partners play the game grouping the colors together, stating how many of each color, and the sum of the two colors. When one partner is done, the other partner asks questions to encourage higher order thinking, such as: “Why did you do it that way? Why does it work? How did you think about that? Explain that to me.” * Option – take some red cubes and some blue cubes in each hand. Sing a song like “Shake, shake, shake; Shake, shake, shake; What’s the sum? What’s the sum?” repeat over again. The students drop a few of the cubes from each hand. The students shout out the sum of the cubes that fell from their hands. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Materials: paper folded into boxes to contain their drawings, blue and red crayons, and their  supplies from above  Activity: (15-20 minutes)   * Model – drawing a picture to match what is drawn from the bag and how to write the corresponding number sentence. Teacher asks students “Why does this picture work with what I drew from the bag? How does this number sentence match? What would happen if you had all the same color of cubes that you drew? Explain your number sentence and picture to your neighbor.” * Guided Practice – Students come up to demonstrate how to draw cubes from the bag, sort them, write the addends and the sum in a number sentence. Have observing students ask a question of the student on how he attained the answer. * Independent Practice -   + Continue playing the game, but this time, add a drawing to show each of their turns and the number sentence that corresponds to what they pulled from the bag.   + Students state what they drew and the number sentence aloud as well as in writing.   + Students explain what they learn from this activity to a partner. Then, share with the whole group what your partnership discussed. * Option: Use student book pages 64-65. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Materials: same as above, maybe a new paper  Activity: (15-20 minutes)   * Allow the students to continue the same activity, sharing a bag, but this time the students draw and write the number sentence for only what they drew from the bag, not their partner’s drawings. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT – choose an option** (5-10 MINUTES) | |
| * Teacher circulates while the students are completing their independent practice to assess student understanding of the concepts and their ability to write a number sentence that matches the cubes they drew out of their bag. * Pretend you are explaining this problem to someone who does not understand what you are doing. How would you do this? What would you say? Draw it in your journal. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.   * The game could become a center for tomorrow. * Review games from yesterday. * Any other adding games you already have. | |
|  | |
| **HOMEWORK** | |
| * Play this game at home or another one that is an adding game. | |